



Louisiana State Museum

Raw and Manufactured Goods

A cross-curricular lesson linked to the common core state standards.

PERFORMANCE TASKS:

- Students will be able to identify and describe the difference between raw and manufactured goods.
- Students will be able to explain how goods are manufactured.
- Students will be able to differentiate between raw and manufactured goods.
- Students will be able to identify artifacts that are manufactured examples of raw goods.

STUDENT LEARNING:

- work independently
- work collaboratively
- compare and contrast
- perform research
- interpret information
- apply prior knowledge

STANDARDS:

Writing: W.6-12.2,4,5,7,9,10

Speaking and Listening: SL.6-12.1,4

Language: L.6-12.2

History: RH.6012.7,9; WHST.6-12.2,4,5,7,9,10

Science: RST.6-12.3

PERFORMANCE TASKS:

Writing – Write an essay based in research to describe and explain the uses of a particular good.

Speaking and Listening – Teach peers with oral presentations and learn by listening to other presentations.

Language – Demonstrate command of the conventions of Standard English grammar through writing assignments.

Reading – Identify key ideas and details.

Science – Describe objects by their physical properties and explore the physical world using five senses.

GRADING

Teachers should grade students based on the following:

- Ability to properly differentiate between raw and manufactured goods
- Ability to give examples of manufactured goods when presented with a raw good.
- Ability to describe how a good is processed.
- Ability to work collaboratively.

Materials

Be sure to provide students with a wide variety of visual samples.

LEARNING MODULE:

Raw and Manufactured Goods

Antebellum New Orleans was the transfer point for American and foreign goods. Wheat, corn, lard, pork, furs and hides, whiskey, hemp, and lead from the upper Midwest and cotton, sugar, molasses, and tobacco from the South flowed down the Mississippi River and its tributaries on steamboats, flatboats, and keelboats to New Orleans. These products were offloaded and stored in warehouses or transferred directly to oceangoing vessels, and then shipped to the Northeast, Europe, and the Caribbean.

Words to Know

- import
- export
- commodities
- raw good
- manufactured good
- sugar cane
- sugar refinery
- consumer

In reverse, manufactured and luxury goods, salt, coffee, West Indian and Brazilian sugar, gold and silver, and a wide variety of items entered the Crescent City from foreign and United States ports. They were distributed in New Orleans or shipped upriver.

Louisiana is still known as a top producer of agricultural goods in the United States and has five major ports that continue to import and export goods internationally.

Pre-Visit Activities prepare your students for a rewarding Museum visit. Before your visit, introduce your students to the both the production of goods in Louisiana as well as shipping.

Activity 1: Raw or Manufactured?

Objective: Students will be able to identify the difference between raw and manufactured goods.

I do: Teacher will introduce students to the raw and manufactured goods through a PowerPoint presentation with visuals accompanied by lecture.

We do: Once the terms have been thoroughly introduced, the teacher will provide visual examples and call on students to identify whether each is a raw or manufactured good. Have a class chart on the white, black, or smart board and call on students to place each example in the proper place on the chart.

You do: Place students in groups and have them complete the attached chart in a group activity*.

Students will then choose one of the goods from their chart to write an essay detailing the following:

- A history of the good chosen including origin and uses.
- How is the good produced? Does it grow? Is it man-made?
- Examples of the good in both raw and manufactured states.
- Where the good is most popular for both commercial and non-commercial use.
- The availability of the good in the world market.
- If the good is scarce what would happen if it became abundant?
- If the good is abundant what would happen if it became scarce?
- Are there alternatives for this good? If so are these cost-efficient? More beneficial?

Teacher Notes: Visit the following links for more information.



Import: to bring a good or service into a country from abroad for sale.

Export: to send goods or services to another country for sale.

Commodities: a raw material that can be bought and sold.

Raw good: a good in its most unprocessed state.

<http://www.crt.state.la.us/louisiana-state-museum/online-exhibits/coffee-trade-and-port-of-new-orleans/index>

http://doa.louisiana.gov/about_economy.htm

<http://www.ladaf.state.la.us/portal/Offices/AgroConsumerServices/LouisianaAgriculturalCommoditiesCommission/tabid/415/Default.aspx>

Activity 2: From Raw to Produced

Objective: Students will be able to explain how goods are manufactured.

I do: Teacher will show students a cotton plant and explain the process of manufacture using visuals e.g. samples and images.

We do: Teacher will show students a sugar cane stalk and lead a discussion on what the students think it is. Together, the teacher and students will identify the steps it takes to get sugar from the field to the consumer. The teacher should lead the students to the following steps:

- Grows in the field
- Chopped down
- Juice removed
- Water is evaporated to make a syrup

You do: At home, students will make their own cane syrup (See attached instructions)**. Students should keep a journal to reflect on each step. You may use the attached handout for documenting journal entries. Students should present their processes to the class. This activity should end with a classroom taste test. Students should be allowed to taste each other's products. For comparison the teacher can provide store bought cane syrup for students to taste.



Manufactured good: a commodity that is produced and ready for consumer use.

Consumer: a person who purchases goods.

Sugar cane: a tropical, fibrous grass from which sugar is made.

Sugar Refinery: where sugar cane is processed into various products.

Teacher Notes: You may want to have the students make the syrup in groups if sugar cane is hard to find in your area.

Places to Purchase Sugar Cane

Local farmer's markets

<http://www.localharvest.org/sugarcane-C15506>

Visit the following links for more information.

http://old-new-orleans.com/NO_Sugar.html

<http://www.amscl.org/Default.asp>

<http://lsrsugar.com/facts.php>

<http://www.wisegeek.net/what-is-a-sugar-refinery.htm#didyouknowout>

Post-Visit Activity

Use our post-visit activity to reinforce what your students learned during their visit to the museum.

Activity:

Objective: Students will be able to complete research to create an advertisement for one of the artifacts listed on their museum activity chart.

I do: Teacher will show students a print advertisement from the past and an advertisement from the present.

We do: As a whole group, the students and teacher will analyze, compare, and contrast the print advertisements including, but not limited to the following topics:

- The object or service being advertised
- Styles used
- Images included
- Amount of text

You do: Students will choose one of the artifacts from their museum exploration and complete research to create an advertisement for their chosen artifact. Students should include at minimum the following:

- An image of their artifact as a raw good
- An image of their artifact as a manufactured good
- The uses of their artifact
- A tag line for their artifact

Supplemental Materials

*Group Activity for Pre-visit Activity 1.

Teacher Preparation

Step 1: Create stations by placing information about each of the goods around the room prior to teaching the lesson. Be sure to include samples e.g. cotton balls for cotton, a pencil for lumber, sugar for sugar cane.

Step 2: Divide students into small groups making sure to have one group for each good.

Step 3: Give students the rules and procedures for the activity.

Step 4: Go over the questions they will have to answer on the chart.

Student Procedures

Step 1: Each group will move to the station I assign to them.

Step 2: When I say begin you will work as a team and use the information provided at your station to complete your chart. You will be given 4 minutes at each station.

Step 3: When the timer goes off you will move clockwise to the next station and repeat the same steps.

Step 4: Once each station has been visited I will assign a different good to each group who will then present to the class. I will give you ten minutes to prepare your presentation.

This good is named...	When it is raw it looks like...	When it is processed it looks like...	It comes from...	It is used for...
1.				
2.				
3.				
4.				
5.				
6.				
7.				

**Make Your Own Cane Syrup

You or someone you know has probably poured syrup over pancakes at least once in your life. But, have you ever wondered just how this sweet condiment is made? Today you will learn the process by making your own cane syrup. While you make your syrup you will need to complete a journal entry for each step of your syrup making process. Happy cooking!

Step 1: Acquire your sugar cane. 6-8 stalks will make half a pint of very thick syrup.

Step 2: Wash your sugar cane thoroughly with water to remove any stems, dirt, and bugs.

Step 3: Chop the washed sugar cane into chunks and then quarter those segments. You will need a very sharp cutting tool and adult assistance.

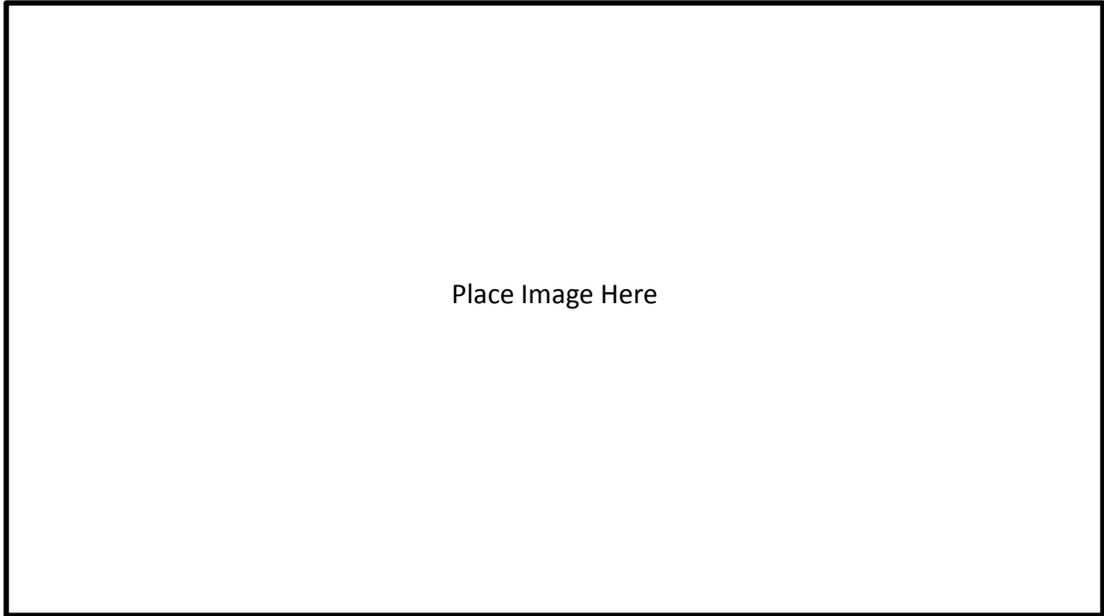
Step 4: Place the chopped and quartered pieces of cane into a large pot and cover them completely with water. You will need to check the pot frequently to add more water when necessary. Boil the cane until the water has the same flavor as a chunk of the boiled cane. This may take a couple of hours.

Step 5: Use a strainer to separate the juice from the cane pieces adding it to a separate pot.

Step 6: Boil the cane juice until the liquid has boiled down to an inch or so in the pot. If the juice has not thickened by this point, pour it into a smaller pot and continue the process until the juice has reached a syrupy consistency.

Step 7: Once your liquid reaches the desired thickness, pour it into a mason jar and leave it on the counter to cool.

Step # ___



1. What did you do during this step?
2. Describe how difficult you found this step to be and explain why.
3. How long did this step take?
4. What did you find surprising while completing this step?

Museum Activity #1

Museum Activity: Find and analyze the artifacts below to uncover the raw materials used to create them. Be sure to write a description/function for each artifact.		
Artifact	From what raw materials is this artifact made?	What was the use or purpose of this artifact?
Cooking Balls		
Pirogue		
Lantern		
Casket Lid		
Child's cup		
Painting of Baroness de Pontalba		
Confederate Canteen		
Saddle Bags		
Water Pipe		

Museum Activity #2

In class you learned about two of Louisiana's most popular raw goods, cotton and sugar. Browse the third floor of the museum to locate all of the artifacts relating to each. In the first column write the name of the artifact. In the second column write what the artifact was used for.

Cotton:	
Artifact	Purpose
1.	
2.	
3.	
4.	
5.	
6.	

Sugar:	
Artifact	Purpose
1.	
2.	
3.	
4.	

